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wrong. I still feel almost justified for having resentfully spoken against classical teaching, at different times ever since. My classical colleagues assure me now that things go better. It is welcome news—not yet widely confirmed, nevertheless, by conclusive evidence of reviving enthusiasm for classical culture among undergraduates. . . . Or consider the case of the Classics in the last generation, on which we also touched. People can be taught, in no excessive time, to read the Latin language, and probably the Greek, too. If you are beset with any doubts on this point you have only to remember that for something like a thousand years after Latin ceased to be a normally living language, it was used as a vehicle of instruction at every university throughout Europe. What is more, the Classics can be read as literature, otherwise there would have been no such thing as the Renaissance, and bewigged members of Parliament could never have quoted Horace. The trouble grows pretty clear. Old-fashioned classical teaching complacently assumed that its object was to make everybody who was submitted to it a thorough technical scholar; whereas what we really demand from classical teaching nowadays is not a world full of learned professors, but all the culture which the Classics can possibly stimulate. In the Greek days and Roman, the primal civilization of Europe gave to all posterity ideals and forms of thought which we now recognize as at once purely European and inevitably ancestral to ourselves. The more of us who can learn to know what classical literature means, the better for everybody; but we may generally leave to the grammarians the names by which the poets, or more often their commentators, happened to call this or that mood or tense or case. As human beings, we are concerned only with the human significance of case or tense or mood when used in lines which have lived to be immortal vehicles of human thought and emotion. Your professor must know all about them, of course; so must your student who is preparing for a professorship; but you or I need only read, and enjoy and think. The trouble here was with the ideal; and that ideal, our classical friends assure us, they are changing.

I shall have something to say about this subject in the next issue. G. L.

NOTES ON THE TEACHING OF LATIN IN ENGLAND¹

I might preface what I have to say to you to-day with various excuses and explanations nicely calculated to disarm criticism, but I shall content myself with the mere statement that I am aware that England was not, prior to my landing on its shores, an undiscovered country, and aware also that my explorations were too brief to justify me in presuming to speak with authority of the condition or the methods of English teaching of the Classics. I wish only to tell you some of my more or less casual observations, and shall confine myself to the teaching of Latin, since this is a Latin Club. Perhaps I should add that my visit seems to me to have yielded larger results than its length would lead one to expect, partly because I have been for

some years interested in the classical traditions and ideals of the mother country and in the discussions of methods that have recently been so general and so fruitful there, partly because I was helped in getting to the inside of things by connections already established.

I have been a member of the English Classical Association since its formation, and I am sure I cannot better occupy a portion of my time than in calling your attention to some of the activities of that organization. It now exercises a potent influence on the methods of teaching in a large majority of the schools, and seems likely both to unify and to transform the classical discipline of the country. This position of influence has been earned by the serious and solid work of its Council and various committees. It is noteworthy that the organizations of teachers in England are generally devoted to active work; they do not exist primarily for the purpose of giving an opportunity to read papers. A large part of the program of any meeting is sure to be given up to *agenda*, and a large part of the report of the meeting to *acta*. The addresses that are delivered at the annual meetings of The Classical Association are, almost without exception, such as help and inspire all who feel any interest in the literature and life of classical antiquity.

I confess that I have an ulterior object in speaking at length of The Classical Association. Steps have been taken looking to the affiliation of this society with similar societies in various parts of the British Empire, and I have reason to believe that some of the officers of the English society would be glad to further similar affiliation with societies of teachers of the Classics in this country. Our three Classical Associations would, I am sure, increase their influence and helpfulness if they could make arrangements by which their members would receive the Proceedings of The Classical Association and The Year's Work in Classical Studies. The latter is edited for The Classical Association by Dr. Rouse, and is sent to all members of the Association upon payment of postage. The third number contains 176 pages, in 18 sections, each section by an authority in the subject treated. The headings of the sections are: Classical Work in Schools; Excavations in Greece; Italian Excavation; Prehistoric Archaeology; Sculpture and Minor Arts; Ancient Numismatics; Greek Mythology and Religion; Roman Religion and Mythology; Greek Inscriptions; Greek History; Roman History; Grammar, Lexicography, and Metric; Textual Criticism and Palaeography (Latin); Papyri; Literature; Roman Britain; Hellenistic Greek; New Testament. Among the contributors are Messrs. Ashby, Farnell, Fowler, Sonnenschein, Lindsay, and Sandys. I think it will readily be acknowledged that one weak spot in the teaching of the Classics

¹ This paper was read at a luncheon of The New York Latin Club on February 27, 1909.

in this country is the narrow range of the teacher's reading in his own field of work, and I believe no other one thing would help us so much in this respect as the general distribution each year of this review of the year's discoveries, publications, and discussions.

You are all readers of *THE CLASSICAL WEEKLY*, and know what signal success has attended the Association's recommendation of the so-called reformed pronunciation of Latin, our Roman pronunciation¹. This success has been due, in part, to the prescription of the new pronunciation for schools receiving grants from the national Board of Education. The new pronunciation has been adopted by the universities also, but one famous scholar at Oxford told me he could not use it yet in his lectures, for the reason that his hearers had been taught the old pronunciation in school, and would not be able to understand the new pronunciation. In a few schools, it may be noted, the use of the Roman method antedates considerably the recent agitation, and in the City of London School, St. Olave's School, London, the Perse School, Cambridge, and the new secondary schools established in accordance with recent legislation of Parliament I found the pronunciation of Latin entirely smooth and correct. On the other hand, both masters and students in the schools which are just making the change are evidently having difficulty.

But everywhere large quantities of Latin are read aloud fluently and with some approximation to an intelligent expression of the meaning, and long selections of poetry are recited from memory. Most schools follow, I fancy, the rule which I am told obtains in Germany, that reading shall always precede translation. The expressiveness of the reading of poetry is especially noteworthy. I heard very little scanning, although it was apparent that this had not been neglected; and not a single word did I hear about time or the metronome, about treatment of elision, about the place of the caesura, not a syllable to indicate that scholars had been disputing as to whether ictus or word-accent has the right of way. It was demanded only that the reader should know the meaning of that which he was reading and should be able to pronounce the words correctly. And still the reading was, on the whole, rhythmical. Moreover, I did not see anything in the pronunciation of teachers or students that indicated perturbation of mind as to hidden quantities, the common practice being to sound as short all vowels standing before two consonants.

At the last general meeting of The Classical Association steps were taken looking to the creation of a committee representing the associations of teachers of languages, ancient and modern, to deal with the question of grammatical terminology. More

than twenty years ago Professor Sonnenschein made an effort to bring about some uniformity of nomenclature in his series of so-called parallel grammars, and he has now returned to the subject with fresh enthusiasm. In the meantime the schools of Prussia have been required to maintain the unity of grammar in the instruction in different languages, and there has appeared for the use of the German Reform-Gymnasien a series of books in which the principle is adopted. I wish it were possible for us in America to have a share in the deliberations of our English brethren. I think they would concede that we are doing more and better work than they in the way of syntactical investigations in Greek and Latin; we are certainly proposing annually more than our share of new terms; and surely nowhere under heaven can there be a land in which there is greater confusion in grammatical terminology or greater failure on the part of boys and girls to master the grammar of any single language, even their own.

I am of those who believe that the teacher is the chief factor in the work of a school. What, then, of the English teacher of the Classics? In the first place, he is not, in the case of the great public schools, primarily teacher of Greek or Latin, but the master of the form and responsible for all its studies. Inasmuch, however, as the Classics form far the major part of the work of boys 'on the classical side' (that is, those taking the classical course), there are in all these schools men who are teaching practically nothing but Greek and Latin. We may note in passing that the fact that they are teaching both Greek and Latin is in every way advantageous. They are, almost without exception, men who have won high honors as classical students at the universities. Their wide reading at school and university and the humanistic traditions that surround them insure their familiarity with the literatures they profess to teach, and the variety of their reading with their students contributes to the same result.

It is difficult to make any clear statement concerning the course of study or the methods of teaching, for several reasons. The quantity of work and the manner of doing it vary widely with the school, and, in the case of the older schools, with the plans and the ability of the individual student. The Latin for students on the modern side is much less severe than for those on the classical side, and the boy who is ambitious to win the distinction of scholarships and other honors at the school and the university continues his classical studies longer than the one who cares only to matriculate at the university and proceed to the 'pass' or 'ordinary' B. A. degree.

Promotion is not restricted to the end of the school year, but a boy may go to a higher form at

¹ See *THE CLASSICAL WEEKLY*, 2, 73.

the end of any term if his ability and attainments have earned the advancement. If he fails of promotion from his form before he has come to a certain age he is dismissed from the school as 'superannuated'. The statistics of Rugby for the term ending April, 1908, give three terms as the highest average of the time spent by boys in any form on the classical side and one and one-half terms as the lowest average; from three to seven terms as the longest time in a form, the figures varying for the different forms; and one term as the shortest time in the case of each of the forms. I cannot be sure that this last figure indicates rapid promotion in every case, since boys are admitted to the lower forms of the school at the beginning of any term. I saw nothing in the English school system that seemed to me more admirable than this arrangement of the work by terms rather than years. The incentive offered by the possibility of frequent promotion must be a great spur and the promotion itself a substantial advantage to the boy. Moreover, it is obvious that the opportunity of entering a school at any one of three times during the year, and without the disadvantage of taking up the work of the class midway, is likewise a convenience and an encouragement.

Indeed, in visiting an English school one is struck at once with the visible effect of the combination of elasticity of classification and persistent competition in stimulating interest and inspiring effort on the part of the students. In every school there are students who must hold scholarships in order to complete their education at school and university, and these scholarships are regularly open to competition. In some schools, especially those maintained by the local educational authorities, practically no students are preparing for the universities except those who hope to win scholarships. Apart, however, from pecuniary considerations, the distinctions to which students may attain at school and college and the significance of these distinctions in the way of public respect, together with their helpful influence upon one's future career, are always before the eyes of the boy of ability. And for every boy there is the rivalry for place in his form, his position relative to his fellows being known every year, term, week—changing even perhaps several times in the course of a lesson.

There is now much discussion in England of all educational matters, which are indeed in ferment and confusion, and the position of the Classics is again in question, or rather the traditional method of dealing with them in the public schools. Many of the greatest classical scholars and teachers of the country are insistent that Oxford and Cambridge shall give up compulsory Greek for the bachelor's degree, and Greek is not taught on the

modern side in the public schools, nor is it taught in the new secondary schools supported from the rates. It seems to be the prevalent view that it is pabulum only for the scholar and the gentleman. On the other hand, Latin is recognized as of prime importance as an instrument in secondary education. The regulations of the Board of Education "require that in any school in which two languages other than English are taken, and Latin is not one of them, the Board must be satisfied that the omission of Latin is for the educational advantage of the school".

I have already mentioned the difficulties in the way of making any clear general statement as to the course of study. Perhaps I cannot do better than put before you the Latin course of a typical school, St. Peter's College, Westminster, one of the oldest of the public schools, having been established by Henry VIII. To enter this and similar schools a boy must have already made some start in Latin. This preparation he usually receives in one of the preparatory schools, of which there are now in the country about four hundred of recognized standing. The following is a bare statement of the Latin work on the classical side at Westminster during the year 1906-7:

Fourth form: Rivington's Latin Reader, 34 pages; Tripartita; Kennedy's Shorter Latin Primer (the *accidence*).

Classical Remove form: Caesar's Gallic War, I, 1 to 25; V, 26 to 48, and half of VI; Abbott's *Via Latina*; *accidence*.

Under fifth form: Vergil's *Aeneid*, about 300 lines from V; Caesar's Gallic War, II and III; 100 pages of North and Hillard's Latin Prose Composition; Kennedy's Revised Latin Primer.

Middle fifth form: Selections from Cicero; 26 chapters from Livy XXI; 60 pages of North and Hillard's exercises, and, during the last two terms of the year, exercises from Bradley's book; Revised Latin Primer.

Upper fifth form: practically the same as the middle fifth.

Under shell form: Cicero's first oration against Catiline and that for Archias; Vergil's *Eclogues*; compositions in prose and in elegiac verse; grammar; translation at sight.

Upper shell form: The *Phormio*; 34 chapters of Livy XXIII; *Georgics* IV; composition and grammar.

Sixth form: The *Phormio*; 30 chapters of Livy XXVIII; Horace, *Epistles* I; Pliny, *Epistles* VI; *Aeneid* X; the first book of Caesar's Civil War.

Seventh form: Selected letters of Cicero; the *Georgics*, and *Aeneid* X; the *Phormio*; selected epigrams of Martial, including the seventh book; Tacitus, *Annals* I; Livy IX; prose and verse composition; translation at sight.

To this is to be added the requirement in 'repetition'. In the year 1906-1907 a boy in the seventh form, for instance, was expected to be able to repeat from memory large selections from the *Georgics*; one in the sixth form, the first 400 lines of *Aeneid* IV. This requirement reaches down to the

lowest form, and is not confined to Latin, but includes also long passages of English and, in the two upper forms, Greek poetry.

It may help you to estimate the extent and the variety of the work in Latin in an English public school if I give a list of books bought by the sixth form at Charterhouse during the year 1907-1908; a collection of passages for translation at sight; *Foliorum Centuriae*; *Foliorum Silvula*; editions of Cicero's second Philippic, his oration for Murena, and a selection from his letters; editions of Horace's *Epistles* and *Ars Poetica*, Vergil's *Bucolics* and *Georgics*, the first three books of Lucretius, and the *Germania* of Tacitus; Lewis and Short's dictionary; Beesly's *Gracchi*, *Marius and Sulla*; Oman's *Seven Roman Statesmen*. To this should be added the classical dictionary, English-Latin dictionary, Roman history, and the like, already in the hands of the boys.

But all this gives only a hint of the way in which Latin is taught in English schools, and I must endeavor to supplement it by some account of the fashion of treating the books and the boys. The first thing to note is that there is much more teaching, in the earlier stages at least, than with us, and much less hearing of lessons. This is rendered necessary by the immaturity of the boys and made possible by the generous allowance of time to the subject. At Harrow I was told that a boy spent on an average five hours daily in school and three hours in preparation. In the second year's work at Eton a boy has sixteen hours of classical work in school each week, five of mathematical, two of science, and three of French. Perhaps one-half as much time is usually required for preparation, not reckoning the large amount of written work to be done outside of school. In addition every boy has a tutor, with whom he remains in close relations throughout his school career. The tutor hears the boy construe before he goes to class, and criticizes some of his written exercises. In the next higher form the boy goes to his tutor twice or thrice a week, usually to read some classical book with a few others. At Harrow I visited a 'pupil-room', a meeting of a house master with the boys of his house for tutorial work. Part of the time was given to the discussion of an exercise in Latin composition, part to unprepared translation by way of practice.

It is no exaggeration, I think, to say that in every Latin class of all kinds of schools there is almost daily written work, not on a blackboard, for that is only for the expositions of the teacher, but with pen and ink. This written work consists of exercises in prose composition, grammar papers, and, in the older schools, verses. Grammar and composition papers are commonly written in school,

and are often discussed at once by the teacher, the students correcting their own or their neighbors' mistakes. Whether so corrected or not, they go into the hands of the teacher, who marks them and returns them later with helpful criticism.

In the schools which maintain the traditional methods prose composition is generally regarded as a most important means of teaching the language, if not the chief end of its study. In the first stage of the work in composition time and labor are given unstintingly to the analysis of the structure of English sentences and the fixing of the Latin equivalents in the minds of the students. I was present at an exercise of this sort in a preparatory school, during the course of which, if my memory does not fail, not a single Latin word was used. The lesson was on the ablative absolute. The teacher put on the blackboard names denoting the elements of a simple sentence—subject, verb, object—and to these added *participle*. English sentences were then analyzed, and the words composing them written under the proper headings. Finally, the class was asked to tell what form would be used in Latin for each word of the sentence. When the participle was reached it was discovered that it modified subject or object, or neither. In the latter case a little questioning brought the class to the ablative absolute construction.

At Eton the elect attain to original composition in verse, and indeed Latin versification has not been generally given up, despite the attacks upon it. In a book now out of print the present head-master of Eton some years ago enumerated the following as benefits to be gained from this training: "Richness and precision of vocabulary, sense of rhythm, observation of nature, stimulus of imagination, the sense of completion, and the sense of self-expression".

The Etonian is taught to make Latin verses thus: first he is given English sufficient to fill out, when translated into Latin, the line required; later he is called upon to supply some English words to complete the required line; he passes from these mechanical exercises to the rendering of English poetry freely into Latin; and at last he is given only a subject on which to write. The meter is usually elegiac, but sometimes lyric; and the number of verses required each week varies from eighteen to twenty-four, according to the ability of the student. An examination in Latin verse composition is required for entrance.

In more than one school I heard young students in difficulty told to construe the sentence in which they stumbled by finding subject, verb, object, in the order of English. Frequently I saw sentences so divided up between two or more students that each translated only a phrase or a clause. Such

methods would seem to an American teacher to preclude the possibility of ever appreciating the literature, yet everywhere I found students in the upper forms translating easily into clear, idiomatic English. I suppose the explanation is to be found in two things—familiarity with good English and long, careful training in translation. At first all the Latin read is translated in class before it is assigned for study, and sooner or later the student comes to know the idiomatic English equivalent of every Latin construction. Then, too, no Latin is read which is beyond the mastery of the student. He begins with simple sentences, such as we have in our beginner's books; he goes from these not to Caesar or Nepos, but to carefully graduated 'made Latin', thence to simplified texts, then to simple selections. There are many readings-books of all these sorts available, and others are coming from the presses all the time.

Translation at sight, or 'unseen translation', plays a large part in the work. As we have seen, all translation at the beginning of the course is first done at sight. Later it is usual to translate at sight each day in advance of the portion assigned for preparation, and frequently the whole hour is given over to translation of unprepared passages. It is generally recognized that the ability to translate at sight is the supreme test of mastery of the language. It is the only test for Latin-English translation set on the Common Examination for Entrance to Public Schools, the examination for a school certificate of the Oxford and Cambridge Schools Examination Board, and the matriculation examination of the University of London. In Oxford Responsions, the Previous Examination at Cambridge, the Oxford Local Examinations, and the junior and senior Cambridge Local Examinations papers are offered in set books, but the prescribed test in unprepared books is more important, and an additional test of this kind may be taken instead of the paper on the set books. The use of a dictionary is allowed in writing the prescribed paper on unprepared books for the Cambridge Previous Examination. I mention this because I have for some time held, but have not ventured to express, the opinion that a boy or girl who can translate Latin at sight with the help of a dictionary should be considered qualified, so far as Latin is concerned, for admission to an American college.

I turn last to the most interesting thing I saw in the classical teaching of England, the unique method employed in the Perse Grammar School, Cambridge. Though this method has for us the freshness of novelty, it is but a return to the medieval practice; and the verdict of time must determine whether it is reformatory or merely reactionary. The curriculum of the Perse School is largely

modeled upon that of the German Reform-Gymnasien. The teaching of Greek and Latin is based upon these two principles:

That the method of instruction should be direct; i. e., the thing or act associated directly with the foreign word, not described indirectly by the intermediary of an English word; that the accident and syntax should be taught through use; i. e., speaking, reading, and writing, before paradigms are learnt by heart, not vice versa.

French is begun a year before Latin, and Greek or German two years after Latin. For the first four years of the course there are six Latin lessons a week; from that time on, for as many as three years, the boy who elects to specialize in the Classics has twenty-six lessons a week in Latin and Greek. The maximum time given to Latin is, therefore, seven years—those from twelve to nineteen. Dr. Rouse claims that a boy who takes the four years of required work attains better results in Latin under his system in 540 hours than in 2160 hours under the prevailing system.

The work in Greek and Latin is thus described in a circular of the school:

The oral method is largely used at the beginning, and throughout for practice side by side with translation and composition. It has this great advantage, that there is nothing mechanical about it: the answer never exactly repeats the question, but it differs in person, number, or other details, enough to make thinking necessary, not enough to cause delay. It considerably increases the readiness and quickness of the pupils, and keeps them from ever becoming bored. Question and answer are always practised on the subject matter of the lesson, as well as the events of daily life. When the boys have become familiar with the sound of the phrases, and recognize common expressions at once, they can begin to read a passage aloud and with a little explanation can be brought to understand it unprepared. In the Sixth Form, after the translation of the set portion has been done, it is the custom to go on reading aloud in the original: with full translation at first, and less and less afterwards as the author's vocabulary and style become familiar. Original composition is practised from an early stage. The pupils thus become very familiar with all common constructions, and their work, although in the early stages narrow in range, is accurate. . . . Grammar is taught systematically, but not by itself: it accompanies the texts, and is thus taught after its need has been felt by the pupil.

I cannot take the time to add to this general statement a full exposition of the details of the method of instruction, but must refer you to Dr. Rouse's article, *Classical Work and Method in the Twentieth Century*, in *Rivista di Scienza*, Vol. IV, No. VII¹. In this article you will find also a plausible, if not convincing, argument for the method. More accessible is a general sketch of the method as applied to Latin, by the school's senior classical master, W. H. S. Jones, Esq. (*The Teaching of Latin*, Blackie). Mr. Jones has published a First

¹ See THE CLASSICAL WEEKLY, 2, 33, 37-38.

Latin Book, which is meant to be merely suggestive and is expected to be supplemented by the teacher; and Dr. Rouse has prepared a First Greek Book.

In this school I listened to two lessons of the class beginning Latin, a lesson of the class beginning Greek, an exercise in Latin composition of the fourth form, and the reading of Catullus and Thucydides by the sixth form. In the case of the beginners the spoken Latin was confined, naturally, to a few simple, formulaary phrases, but in the other classes the vernacular was scarcely in use at all. The composition consisted in the writing of a story, which the teacher told first with many questions and much explanation, all in Latin, to make sure that the meanings of new words and the pith of the matter were clearly understood, and then retold more rapidly, keeping the meaning, but freely changing the words. The students were supposed to write the story in their own way, making a rough draft in class and polishing it before the next lesson. The advanced class read incredible amounts without translation, and with only so much discussion as was necessary to insure the understanding of the more difficult passages. I could see no reason to doubt that the boys in this class were reading Greek and Latin literature with intelligence and appreciation. How far the use in discussion of the language of the text read conduces to that end I am not sure, but I suppose it must help to the direct apprehension of the meaning. I may add that no time was lost thereby, for explanations were given no less promptly and briefly—by the students, of course, more briefly—than they could have been given in English. In all the upper forms of the school the lessons in the Classics hold the interest of the boys and spur their minds in a degree that is almost incredible, and I was forced to confess that for this school at any rate the method is an entire success. But I am not yet prepared to believe that it would be generally successful. Dr. Rouse is employing it under particularly favorable circumstances. All his boys have been taught to speak French easily before they begin Latin, his classes are very small, and he himself has an enthusiasm, a command of Greek and Latin, and a felicity in using these languages colloquially with clearness and piquancy to which few among us can hope to come. I have, however, for several years felt that there would be a gain if we should use Latin instead of English in the routine of our recitations, and I am now more strongly of that opinion. I have had in mind only general directions to the class and the like, things that have to be said often in one form or another. No large addition to the student's vocabulary would be necessary, while he would have fixed in his memory a few words and

phrases, and some important constructions, such as the troublesome prohibition.

You will be glad to know that I have finished. If you think I have been diffuse and long-winded, I can only say that you have reason to be thankful that you have got off so easily. I saw so much in England that interested me and stimulated my thoughts, that the amount I should say to-day was determined only by the time I had in which to put my notes in order. Many of these notes remain untouched.

JOHN C. KIRTLAND

PHILLIPS EXETER ACADEMY

REVIEWS

Livy: Book I and Selections from Books II-X.

Edited by Walter Dennison. New York: The Macmillan Co. (1908). Pp. XXXVII + 344.

The introduction of seventeen pages is divided under the following heads: Life, Works, Sources, Style, Manuscripts and Editions, The Early Legends, Books of Reference. Pages 1-204 include the text: all of Bk. 1; 2. 9-15 The Attempt of Tarquinius to Regain His Throne; 2. 19-20 The Battle of Lake Regillus; 2. 23-33. 3 The Struggle Between the Orders; 3. 26. 3-29. 7 The Dictatorship of Cincinnatus; 3. 33-58 The Rule of the Decemvirs; 5. 21-22 The Fall of Veii; 5. 33-49. 7 The Capture and Sack of Rome by the Gauls; 6. 35-42 The Licinio-Sextian Laws; 7. 2 The Introduction of Scenic Representations; 7. 6. 1-6 The Story of M. Curtius; 8. 3. 8-10 The Latin War; 9. 1-6. 3 The Disaster at the Caudine Forks; 10. 6—9. 6 The Lex Ogulnia and the Lex Valeria; 10. 27-29 The Battle of Sentinum; 10. 47. 2 The Census of the Year 293 B. C. Pages 205-335 include the notes, and pp. 337-344 an *index nominum* with abundant directions to the student regarding their pronunciation according to the English fashion.

The book is small enough to drop into a coat pocket and attractive in appearance. The page is clear and easy to read, while misprints are not numerous. On p. 55, § 6, we find *velle* for *valle*; on p. 69, § 1, *eaque* for *eaque*; on p. 135, § 14, *oculus* for *oculos*; on p. 139, § 9, *cognominem* for *cognomen*; on p. 145, § 1, *desinatos* for *designatos*; on p. 244, § 6, *Is is . . .* for *It is . . .*; on p. 245 (2d line), indir. disc. for dir. disc.; on p. 222, § 6, the words "it clearly looked as if the Romans would resort to violence" are evidently a translation and should be in italics; on p. 223, § 13, we find in the notes *scelus*, where the text has the correct *foedus*; and it was surely a *lapsus mentis* when the editor located the Caelian hill "southwest of the Palatine". The editor is inconsistent in spelling *Juppiter* in the text and *Jupiter* in the notes (compare i. 12. 6-7).

A few cases of incorrect English occur, as, for instance, p. 218, "none of the structures are".